

WyFLES Teachers' Materials SALSA Episode 126

Table of Contents: SALSA Episode 126

- I. Recommended pacing for Episode 126.
- II. A list of the focus vocabulary words for this episode.
- III. A list of the characters.
- IV. A synopsis of the story.
- III. The Wyoming Foreign Language Standards addressed by this episode.
- IV. The student learning objectives.
- V. A warm-up dialogue card
- VI. Four sample lesson plans with teacher-script index cards.
- VII. An individual student assessment checklist.
- VIII. A class assessment spread sheet.
- IX. Correctives and enrichments
- X. Additional vocabulary used in this episode.
- XI. Black line master for *Lotería* game.
- XII. Black line master for numbers 1-30
- XIII. Black line master for colored bears.
- XIV. Black line master for vocabulary cards

Sample Pacing of Episode 126

Second Grade

Week One:

- Show the video Episode 126 all the way through. (16 minutes)
- Show the video again using active viewing techniques. (21 minutes)
- Continue saying *hola* as your students enter the room and *hasta luego* as they leave as well as using as many other words as you and your students can use.
- Try two extension activities.

Week Two:

- Show the video once again using active viewing techniques. (20 minutes)
- Try two or more extension activities (25-40 minutes) or show video again, stopping to ask students to anticipate what comes next. (20 minutes)
- Continue using the Spanish numbers, greetings, and other focus vocabulary in your classroom.
- Check off student learning on the assessment

Unit Theme:
Los Trenes

Focus Vocabulary:

- *Diez* (ten)
- *El libro* (the book)

Characters/Personajes:

- *Chivo Grande* (Big Goat)
- *Chivo Mediano* (Med. Goat)
- *Chivo Pequeño* (Little Goat)
- *Tren Pequeño* (Little Train)
- *Tren Rojo* (Red Train)
- *Tren Viejo* (Old Train)
- *Doctor* (Male Doctor)
- *Ardillas* (Squirrels)
- *Perro* (Dog)
- *Perrito* (Puppy)
- *Lobo* (Wolf)
- *Armadillo*

Synopsis

Los Tres Chivos decide to take *Señorita Tren* as their vacation transportation. However, their ten books, ten shoes, and ten grapes are too heavy for her and they have to unload them. Throughout the trip, they have to go back for something they have forgotten. And, when they reach the end, *Chivo Pequeño* and *Chivo Mediano* discover that *Chivo Grande* has eaten everything!

Wyoming Standards:

1. Communication:

Students communicate in a language other than English to exchange information.

Essential Activities:

- 1) Watch the SALSA series guide for Episode 126. Practice the focus words in preparation for introducing the episode to your students.
- 2) Show the SALSA video of Episode 126 to your class at least twice each week. (See below for active viewing ideas to involve your students as they watch it the second time!) You may wish to break it up into segments, or show it in its entirety. (21 minutes) Recommended pacing: three weeks per episode in Kindergarten; two weeks per episode in first and second grades. (See scope and sequence in the general guidelines and materials.)

Continue greeting your students with *¡Hola!* each time they enter your classroom and saying goodbye with *hasta luego* or *adiós*. Use as many Spanish words and expressions as you can during the regular school day.

Ideas for Expansion Activities:

Sample Lesson for Day 1: (Estimated time: 25 minutes)

The “index-card” script follows this section.

1. With a hand puppet model the following dialogue:
(Allow a student to play the role of the puppet.)
T: *Buenos días*, (puppet’s name.) Good morning, _____.
 (Or *Buenas tardes*, as appropriate.) (Good afternoon)
P: *Buenos días, Señor/Señora/Señorita* _____.
 Good morning, Mr./Mrs./Miss _____.
T: *¿Cómo estás tú?* How are you?
P: *Muy bien. Así, así. Muy mal.* Very good/ So-so/ Very bad.
T: *¡Qué bien!* That’s good -- if the student answers *fine*.
¡Qué lastima! That’s too bad -- if the student answers *so-so* or very *bad*.
P *¿Y usted?* And you?
T: *Muy bien, gracias.* Fine, thank you.
T: *¡Fantástico!* (student’s name!)

Notes:

Wyoming Standards:

2. Culture—
Students develop cultural understanding and demonstrate practices appropriate to the culture(s) in which the language is used.

Objectives:

Students will be able to demonstrate verbally or non-verbally comprehension of the Spanish numbers 1-20.

Connections

- Literacy
- Math- counting
- Math- addition

Correctives and

Enrichments: Please see the expansion activities provided with this episode.

Assessment

Observe the students for verbal or non-verbal indications of comprehension. (See assessments provided.)

2. Play the SALSA video, the second segment where the focus vocabulary is featured. Have the class chant with the students on the video. *Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .*
3. When the children on the SALSA video finish counting, continue playing the video. Reduce the volume and let your class do the counting.
4. Present cards with the numbers 11 – 20 to the class. Let the class practice counting to **veinte** (twenty) as you show the cards. 11-*once*, 12-*doce*, 13-*trece*, 14-*catorce*, 15-*quince*, 16-*diez y seis*, 17-*diez y siete*, 18-*diez y ocho*, 19-*diez y nueve*, 20-*veinte*
5. Hang the cards on the board or a wall and give the following TPR commands:

<i>Diana, anda y toca el once.</i>	Diana, walk and touch the eleven.
<i>Bobby, corre y toca el catorce.</i>	Bobby, run and touch fourteen.
<i>Sean, salta y toca el diez y ocho.</i>	Sean, jump and touch eighteen.
6. Play *¿Qué falta?* (What’s missing?) Tell the students, *Cierren los ojos.* (Close your eyes.) Remove one of the numbers and say, *Uno, dos, tres. ¿Qué falta?* (1,2, 3. What’s missing?) Allow the student who answers correctly to be the one to remove a number and say *Uno, dos, tres. ¿Qué falta?*
7. Pair students or assign small groups. Give each group a die. Students take turns rolling the die and write the number that they throw. At each turn the student adds the new number. The winner is the first to arrive at **veinte** (20).

Materials Needed: Cards for the numbers 11-20
Enough sets of die for each group of students you will have.

Web Sites of Interest: If you like Spanish music, here are two sites you will love. The materials on one are free. The other is a source for excellent music you can buy.

- Free- <http://www.spanishlyrics.org> This is a great site where you can find lyrics for almost any singer or song in Spanish. Like Ricky Martin, Enrique Iglesia, Jennifer Lopez or Gloria Estefan? At this site, you can find lyrics for the songs they sing in Spanish. (Hundreds of artists)
- A site to find great music for the classroom by a classic artist. Iose Luis Orozco.

Spelling Notes:



Current spelling of the following numbers is:
16= dieciséis
17= diecisiete
18= dieciocho
19= diecinueve

In these materials we have used the older spelling to make it easier for teachers to understand logic of the Spanish number system. The new spellings, however, are more phonetically accurate.



Pronunciation Hints:

- Once*= own-say
Doce= dose-say
Trece= tray-say
Catorce= cah-tore-say
Quince= keen-say
Veinte= vain-tay
Anda= ahn-dah
Corre= coe-ray
Salta= salt-ah
Cuál= cwal
Falta= fall-tah

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 126: <i>Las vacaciones de los Chivos</i>
Warm-up Dialogue (Model with a puppet) Allow students to take the role of the puppet.
T: <i>Buenos días, (puppet's name.) (or Buenas tardes, as appropriate.)</i>
P: <i>Buenos días, Señor/Señora/Señorita _____.</i>
T: <i>¿Cómo estás tú?</i>
P: <i>(Muy bien, gracias./ Así, así./ Muy mal.)</i> Encourage students to choose how the puppet is feeling.
T: <i>¡Qué bien!</i> (<i>That's good -- if the student answers fine.</i>) <i>¡Qué lastima!</i> (<i>That's too bad -- if the student answers so-so or very bad.</i>)
P: <i>¿Y usted?</i>
T: <i>Muy bien, gracias.</i>
T: <i>¡Fantástico!</i>
Use the following praise words throughout the day: <i>¡Qué bueno!</i> (Hurray!) <i>¡Bien hecho!</i> (Well done!) <i>¡Bravo!</i> (Great!)

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

<p>THE TEACHER SAYS  AND (DOES) </p> <p>* a word in [] indicates you may choose to say the word or not say the word. An <u>underlined</u> word means that it could change to another noun.</p>						
<p>Episode 126: Lesson 1, <i>Las vacaciones de los Chivos</i></p>						
<p>See card with Warm-up dialogue.</p>						
<p>Play the SALSA video, the second segment where the focus vocabulary is featured. Have the class chant with the students on the video. <i>Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, . . .</i></p>						
<p>When the children on the SALSA video finish counting, continue playing the video. Reduce the volume and let your class do the counting.</p>						
<p>Let the class practice counting to veinte (twenty) as you show the cards. 11-once, 12-doce, 13-trece, 14-catorce, 15-quince, 16-diez y seis, 17-diez y siete, 18-diez y ocho, 19-diez y nueve, 20-veinte</p>						
<p>Hang the cards on the board or a wall and give the following TPR commands:</p> <table><tr><td><i>Diana, anda y toca el once.</i></td><td>Diana, walk and touch the eleven.</td></tr><tr><td><i>Bobby, corre y toca el catorce.</i></td><td>Bobby, run and touch fourteen.</td></tr><tr><td><i>Sean, salta y toca el diez y ocho.</i></td><td>Sean, jump and touch eighteen.</td></tr></table>	<i>Diana, anda y toca el once.</i>	Diana, walk and touch the eleven.	<i>Bobby, corre y toca el catorce.</i>	Bobby, run and touch fourteen.	<i>Sean, salta y toca el diez y ocho.</i>	Sean, jump and touch eighteen.
<i>Diana, anda y toca el once.</i>	Diana, walk and touch the eleven.					
<i>Bobby, corre y toca el catorce.</i>	Bobby, run and touch fourteen.					
<i>Sean, salta y toca el diez y ocho.</i>	Sean, jump and touch eighteen.					
<p>Play <i>¿Qué falta?</i> Tell the students, <i>Cierren los ojos.</i> Remove one of the numbers and say, <i>Uno, dos, tres. ¿Qué falta?</i> Allow the student who answers correctly to be the one to remove a number and say <i>Uno, dos, tres. ¿Qué falta?</i></p>						
<p>Pair students or assign small groups. Give each group a die. Students take turns rolling the die and write the number that they throw. At each turn the student adds the new number. The winner is the first to arrive at <i>veinte</i> (20).</p>						

Objectives for day 2:

Student will indicate comprehension of Spanish words by:

- counting to 10 or higher
- taking a given number of objects to indicate comprehension of the number called.

Connections to other subject areas:

- Literacy
- Math- counting

Materials needed:

- A song in Spanish on tape or CD
- Objects to be counted such as beans or M&M's

Assessment:

Watch and listen as students indicate verbally or non-verbally their comprehension of the vocabulary (See assessments for 126)

Sample Lesson for Day 2: (Estimated time: 25 minutes)

As in the sample lesson for Day 1, an “index-card” script is included with the teacher materials for this episode.

1. Tell students to take their pencils out. *Saquen tus lápices. Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, etc.* (Take your pencils out. 1,2, 3. Let's count. 1, 2, 3, etc.) Do the same for *los libros* (books) and *los papeles* and use either pictures or models for *los carros* (cars).
2. Have the students stand or sit on top of their desks. All clap in time to a Spanish song that is being played. Whenever the music stops, the teacher touches someone and says “*Pásalo*” (Pass it on). The student who has been tagged must in turn tag the one to his right and begins to count *uno*. The second student tags the person to their right and says *dos* and so on around the circle. The last student to be tagged when a designated number is said, example *quince*, sits in his or her seat and is out of the game.
3. *Divide the class into small groups. Place counters (beans, buttons, etc.) in the center of a table. Players take turns rolling the die and gathering the corresponding number of counters from the center. Play until all the counters are gone from the center. Have children count the total number.*

Additional Web Sites for Music and Lyrics

<http://www.musicalspanish.com> At this site, you can buy tapes, CD's and song books.

<http://www.songsforteaching.com> You can download great teaching songs for a fee at this site.

Notes:

Pronunciation Hint:

Pásala= pah-sah-lo

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 126: Lesson 2, *Las vacaciones de los Chivos*

See card with Warm-up dialogue.

Saquen tus lápices. Uno, dos, tres, cuatro, cinco. Vamos a contar. Uno, dos, tres, etc. Practice counting with los libros, los papeles, and los carros.

Clap in time to a Spanish song that is being played. Whenever the music stops, the teacher touches someone and says “*Pásalo*” (Pass it on). The student who has been tagged must in turn tag the one to his right and begins to count *uno*. The second student tags the person to their right and says *dos* and so on around the circle. The last student to be tagged when a designated number is said, example *quince*, sits in his or her seat and is out of the game.

Divide the class into small groups. Place counters (beans, buttons, etc.) in the center of a table. Players take turns rolling the die and gathering the corresponding number of counters from the center. Play until all the counters are gone from the center. Have children count the total number of counters each received from the game.

Objectives for day 3:

- 1) Students will indicate comprehension of the numbering system in Spanish by:
- counting as a group from 1-30.
 - indicating
 - coloring a worksheet that requires recognition of numbers from 1-30.
- 2) Students will indicate that they remember the primary colors.

Connections to other subject areas:

- Literacy
- Math- counting
- Art- coloring

Materials Needed:

- A copy of the blackline master of numbered bears for each student.
- A ball
- Dice

Assessment:

Observe the students for verbal or non-verbal comprehension

Sample Lesson for Day 3: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

1. Follow # 4 – 6 of the lesson for day 1 for the numbers 21 –30. *21-veinte y uno, 22-veinte y dos, 23-veinte y tres, 24-veinte y cuatro, 25-veinte y cinco, 26-veinte y seis, 27-veinte y siete, 28-veinte y ocho, 29-veinte y nueve, 30-treinta*
2. Pass a ball around the class and count with each pass. If the ball is dropped, counting resumes with **uno**. Challenge the students to count to higher numbers after the ball has been dropped. Example: if the students counted to **diez y ocho** and the ball is dropped, set the goal for **treinta**.
3. Have the students count by 2’s, 3’s and 5’s. You may have to write the numbers on the board to help you and the students with the counting.

Example: **10, 12, 14, 16, 18, 20**
 3, 6, 9, 12, 15, 18
 5, 10, 15, 20, 25, 30

4. Hand out the blackline master with the numbered bears. Read the following directions to the class:

- **Colorea el oso con el número 5, rojo.**
- **Colorea el oso con el número 13, verde.**
- **Colorea el oso con el número 17, azul.**
- **Colorea el oso con el número 22, amarillo.**
- **Colorea el oso con el número 28, amarillo.**



(Color the bear with the number ____, red.)

Spelling Notes:

Current spelling of the Spanish numbers is as follows:

- 21= *veintiuno*
- 22= *veintidós*
- 23= *veintitrés*
- 24= *veinticuatro*
- 25= *veinticinco*
- 26= *veintiséis*
- 27= *veintisiete*
- 28= *veintiocho*
- 29= *veintinueve*

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 
Episode 126: Lesson 3, <i>Las vacaciones de los Chivos</i>
See card with Warm-up dialogue.
Present cards with the numbers 20 - 30 to the class. Practice counting to treinta as you show the cards. 21- <i>veinte y uno</i> , 22- <i>veinte y dos</i> , 23- <i>veinte y tres</i> , 24- <i>veinte y cuatro</i> , 25- <i>veinte y cinco</i> , 26- <i>veinte y seis</i> , 27- <i>veinte y siete</i> , 28- <i>veinte y ocho</i> , 29- <i>veinte y nueve</i> , 30- <i>treinta</i>
Give the following TPR commands: <i>Diana, anda y toca el veinte y uno.</i> Diana, walk and touch twenty-one. <i>Bobby, corre y toca el veinte y cinco.</i> Bobby, run and touch twenty-five. <i>Sean, salta y toca el veinte y nueve.</i> Sean, jump and touch twenty-nine
Play <i>¿Qué falta?</i> Tell the students, <i>Cierren los ojos.</i> Remove one of the numbers and say, <i>Uno, dos, tres. ¿Qué falta?</i> Allow the student who answers correctly to be the one to remove a number and say <i>Uno, dos, tres. ¿Qué falta?</i>
Pass a ball around the class and count with each pass. If the ball is dropped, counting resumes with <i>uno</i> .
Have the students count by 2's, 3's and 5's. (diez, doce, catorce, diez y seis, diez y ocho) (tres, seis, nueve, doce, quince, diez y ocho) (cinco, diez, quince, veinte, veinte y cinco, treinta)
Read the following directions to the class for the numbered bears handout. <ul style="list-style-type: none">• Colorea el oso con el número 5, rojo.• Colorea el oso con el número 13, verde.• Colorea el oso con el número 17, azul.• Colorea el oso con el número 22, amarillo.• Colorea el oso con el número 28, morado.

Objectives for day 4

Student will indicate comprehension of the Spanish numbers chosen by the teacher (1-20, 10-30, for example)

Connections to other subject areas:

- Literacy
- Math- number recognition

Materials needed:

- For each student, a *Lotería* card made from the blackline master provided.
- Beans or other counters to cover the *Lotería* squares as the numbers are called.

Assessment:

Watch the students as they demonstrate comprehension of the vocabulary. (See

Sample Lesson for Day 4: (Estimated time: 25 minutes)

As for the other sample lessons, an “index-card” script is included with this episode.

1. Hand out the blackline master with the numbers. Review the numbers by having the students point to and say the numbers. Ask for some volunteers to point to a number and say the number.

2. Make copies of the *Lotería* (Bingo) page. You can copy one page for every two students. Cut the page in half. Using the first sheet that was handed out, ask students to fill in the blanks using the numbers that you specify, such as *uno hasta veinte* (1 – 20). When the students have finished writing in their numbers, review the rules for playing Bingo. Supply the students with counters to cover the number called. The winning student calls out **Lotería** when they have a vertical, horizontal, or diagonal line.

Final Assessment

Notes:

Pronunciation

Hint:

Lotería= low-tear-ee-uh

Correctives and Enrichments:

Please see the expansion activities provided with

Teacher Script Designed to be Pasted on a 5" X 8" Index Card

THE TEACHER SAYS  AND (DOES) 

Episode 126: Lesson 4, *Las vacaciones*

See card with Warm-up dialogue.

Review the numbers by having the students point to and say the numbers. Ask for some volunteers to point to a number and say the number.

Play **Lotería**. Let students fill in their own numbers with the blank Lotería cards.

Final Assessment

Assessment Observation Checklist

Student _____ **Grade** _____

School _____

Teacher _____

EPISODE 126—THE GOATS’ VACATION

Student Behavior	Yes/No	Date	Skill	Comments
Responds verbally or non-verbally to the Spanish words <i>el libro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el papel</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el lápiz</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>el carro</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>diez</i> .			Comprehension of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>veinte</i> .			Comprehension and cultural awareness of designated Spanish vocabulary.	
Responds verbally or non-verbally to the Spanish word <i>treinta</i> .			Comprehension and cultural awareness of designated Spanish vocabulary.	

Extension Vocabulary from the SALSA Video Series

Episode	Spanish	English
126	<p><u>Nouns</u> La playa</p> <p>La leche</p> <p><u>Expressions/ phrases</u> ¿Por qué no? ¡Miren! ¡La playa! Aquí.</p> <p><u>Sentences</u> Éste es el cuento de tres chivos y un tren pequeño. ¡Sí puedo! ¿Adónde van? Vamos a la playa. ¿Están listos? Yo quiero llevar un lápiz y papel. No puedo andar. ¡Paren el tren! Yo también quiero helado. (leche) Vamos a comer.</p>	<p>The beach</p> <p>The milk</p> <p>Why not? Look! The beach! Here.</p> <p>This is the story of three goats and a little train. Yes I can! Where are you (plural) going? We're going to the beach. Are you (plural) ready? I want to take a pencil and paper. I can't (go/run). Stop the train! I want ice cream too. (milk) Let's eat.</p>

Correctives and Enrichments- Episode 126

Time	Lang.	Prep.	Description	Materials Needed
5-10	1-2	0	<p style="text-align: center;"><u>Video Activity: What's Happening</u></p> <p>A good review of vocabulary in the first 26 episodes of the SALSA series, Because there is so much material repeated in this episode, this activity allows you and your students to see what they have learned to date. Play the video, stopping it at a time when you think the students will know what the puppets are saying and challenge them to predict or fill in the dialogue.</p>	Video of episode 126.
5-15	1	3 or 4	<p style="text-align: center;"><u>Numbers Cake Walk</u></p> <p>Place images (black line masters) on the floor in a circle. Play music. When the music stops, the students must name the number on which they have stopped. For variety, you could have colored numbers. This is especially helpful for children struggling with numbers in English and/or number words in Spanish.</p>	Circles or sheets with numbers on them to place on the floor. Music (preferably Spanish/Mexican)
10-15	1	1	<p style="text-align: center;"><u>Numbers Card Game</u></p> <p>Bring photocopied sets of "cards" with numbers 1-30 on them. Students use as a card game, stating which numbers they have. For example, "<i>Tengo veinte y uno.</i>" This has many variations once the cards are made.</p>	A ball or bean bag.

Spanish Self-Assessment Column 2 (Lang.)

This column tells you how much Spanish you need to know in order to be able to use this activity in your classroom.

- | | |
|--------|--|
| 1..... | I only know the focus words from the video episodes. |
| 2..... | I know the focus words and a little bit more. |
| 3..... | I feel comfortable using some Spanish. |

Preparation Needed Column 3 (Prep.)

This column gives you an idea of how much preparation you will need to do to use this activity in your classroom.

- | | |
|--------|---|
| 0..... | No preparation necessary. |
| 1..... | You'll need one picture or object. |
| 2..... | You'll need multiple pictures or objects. |
| 3..... | You'll need enough pictures or objects for every student. |
| 4..... | Requires you or your students to make materials. |
| 5..... | Requires you to gather resources, <i>e.g.</i> props |

LOTERIA

LOTERIA

Nombre _____ fecha _____

LOS NÚMEROS

0	cero	16	dieciséis
1	uno	17	diecisiete
2	dos	18	dieciocho
3	tres	19	diecinueve
4	cuatro	20	veinte
5	cinco	21	veintiuno
6	seis	22	veintidós
7	siete	23	veintitrés
8	ocho	24	veinticuatro
9	nueve	25	veinticinco
10	diez	26	veintiséis
11	once	27	veintisiete
12	doce	28	veintiocho
13	trece	29	veintinueve
14	catorce	30	treinta
15	quince		



Vocabulary Cards

Episode 126

Reproduce this page as needed. Cut and provide one set of cards to all children in the class.

el libro

el papel

el lápiz

el carro

diez

veinte

treinta

Episode Transcript

To obtain a transcript, simply to go the following web site:

<http://www.gpb.org/peachstar/salsa>

Once there, click on episode transcripts, then on 126. (click once only)
You can then print out the transcript.